

# READING HANDBOOK



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## OUR INTENT FOR THE TEACHING AND LEARNING OF READING

Our intention is to enable all children at Two Rivers to experience and enjoy a breadth of children's literature. We feel that our learning environments, high-quality teaching of phonics and comprehension skills, and focus on reading for pleasure will enable children to become confident and reflective readers.

Essential characteristics of excellent reading are implemented and understood by all:

- To understand and apply excellent phonic knowledge and skills in decoding new and unfamiliar words.
- To read with fluency and accuracy across a wide range of contexts throughout the curriculum.
- To have knowledge of an extensive and rich vocabulary.
- To select from and use a range of strategies to gain an excellent comprehension of texts.
- To have self-motivation to read for both study and pleasure.
- To understand and apply the extensive knowledge through having read a rich and varied range of texts.

## IMPLEMENTATION

### SYSTEMATIC SYNTHETIC PHONICS

We have a structured approach to the teaching of reading which includes the teaching of phonics to help children decode words, an awareness of comprehension skills and strong focus on exploring meaning. We use a programme called 'Read Write Inc.' to introduce synthetic phonics systematically.

### WHAT IS READ WRITE INC?

Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently so that they can focus on developing their skills in comprehension, vocabulary and spelling.

RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

### HOW WILL RWI BE TAUGHT?

Children have a daily RWI session lasting 35 minutes. Children are taught in small groups and assessed every half term by our RWI lead teacher, to ensure all children are grouped with those with a similar level of phonetic understanding to ensure full participation in lessons. The implementation of the programme is guided by the five key principles:

- Praise – Children learn quickly in a positive climate.
- Pace – Good pace is essential to the lesson.
- Purpose – Every part of the lesson has a specific purpose.
- Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Participation - A strong feature of R.W.I lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

## RECEPTION

RWI is fully implemented in Reception by fully trained teachers and teaching assistants, where the class will be split into groups after a baseline assessment is completed. Any child who is at risk of not learning to read and write all 44 sounds will be identified quickly and receive a 1:1 daily intervention.

- learn 44 sounds and how to write the corresponding letters/letter groups using simple picture prompts (appendix 2);
- learn to read and write words using Fred talk and sound blending (appendix 1);
- read from a range of storybooks and non-fiction books matched to their phonic knowledge;
- work well with partners;
- develop comprehension skills in stories by answering, 'Find It' and 'Prove It' discussion questions;
- learn to build sentences by orally rehearsing sentences before they write;

- children work in pairs so that they answer every question; practise every activity; take turns in reading to each other; and develop an ambitious bank of vocabulary.

## YEAR ONE & YEAR TWO

RWI groups will be set following assessments carried out by the RWI lead teacher. The sessions will occur daily for 45 minutes and will be carried out by fully trained teachers and teaching assistants. Any child who is at risk of not passing the Year 1 phonics screening test will be identified quickly and receive a 1:1 daily intervention during enhanced provision. If they still fail to pass the phonics screening in Year 1, they will continue to receive a RWI session and 1:1 intervention daily. The reading leader will also work with all children who are working below their expected group for that time during the year on an at least weekly basis.

## FURTHER SUPPORT

If children continue to need support with phonetic knowledge, they will have further small group RWI interventions in Years 3 and 4; and Fresh Start interventions in Year 5 and 6.

## ACCELERATED READER (AR)

A pupil's reading level is determined by a STAR Reading assessment. This is a computer-adaptive test that takes approximately 10 minutes to complete. It gives rise to the student's Zone of Proximal Development (ZPD), which is the ideal range of text complexity for that student. Students achieve the most significant gains in reading skills when they read books that are neither so easy as to be unchallenging nor so hard as to be frustrating.

AR Book Levels are determined with the ATOS readability formula, which measures the complexity of the text of an entire book. The formula takes into account the average sentence length, average word length, the difficulty of the words used and the total number of words in the book.

Using Book Levels and their reading range as a guide, the student then chooses books that interest them and reads them. A free online book-searching tool AR BookFinder allows students, teachers and parents to find interesting books at the appropriate level.

After finishing a book, students take an online Reading Practice quiz within AR. These quizzes check that the student has understood the book and provides an opportunity to praise the student and give verbal or written feedback. The Home Connect feature notifies parents and guardians when the student has taken quizzes and allows them to monitor progress from home.

Over 25,000 quizzes are available with AR; approximately 2500 are added every year. In addition to Reading Practice Quizzes, many high-frequency texts also have Vocabulary Practice Quizzes and Literacy Skills Quizzes, which test 24 higher-order thinking skills.

## READING COMPREHENSION

Once children from either Year 1 or 2 have finished the RWI scheme, they will move onto reading comprehension.

## HOW WILL COMPREHENSION BE TAUGHT?

- Five reading lessons of 40 minutes.
- Variety of greater-depth level texts including poetry, fiction and non-fiction over the course of a two-week sequence (see below).

## WEEK 1 AND 2

	Monday	Tuesday	Wednesday	Thursday	Friday
	Fiction text				

<b>Speed sounds and long words (KS1)</b> 5 minutes	Speed sounds RWI read long words				
<b>Reading the text</b> 5 minutes	Teacher reads the text with the class using 'jump in' reading	Children read the text in pairs.  Teacher reads with WTS using repetition	Children read the text by themselves.	Children read the text by themselves.	Children read the text by themselves.
<b>Quick fire retrieval/ vocabulary practice</b> 5 minutes	<ul style="list-style-type: none"> <li>• What</li> <li>• How many</li> <li>• True or False</li> <li>• Find evidence for</li> <li>• Who</li> </ul>				
<b>Model example</b> 5 minutes	Model example				
<b>VIPERS Focus</b> 15 minutes	<u>LO: Vocabulary</u> <ul style="list-style-type: none"> <li>• Define</li> <li>• Find and copy a word/ a phrase</li> <li>• Find a synonym/ antonym for</li> </ul>	<u>LO: Explain</u> <ul style="list-style-type: none"> <li>• Why</li> </ul>	<u>LO: Inference</u>	<u>LO: Summarise/ sequence and Predict</u> <ul style="list-style-type: none"> <li>• Order</li> </ul>	<u>LO: VIPERS</u>  <u>Questions from any of the VIPERS</u>
<b>Self-Mark</b> 3 minutes	Teacher models/ explains misconceptions and adds new vocabulary to working wall.				

### WEEK 3

	Monday	Tuesday	Wednesday	Thursday	Friday
	Non-fiction text			Poem	
<b>Reading the text</b> 5 minutes	Teacher reads the text with the class using 'cloze' reading	Children read the text in pairs.  Teacher reads with WTS using repetition	Children read the text by themselves.	Teacher reads the text with the class using 'cloze' reading	Children read the text by themselves.
<b>Quick fire retrieval/ vocabulary practice</b> 5 minutes	<ul style="list-style-type: none"> <li>• What</li> <li>• How many</li> <li>• True or False</li> <li>• Find evidence for</li> <li>• Who</li> </ul>				
<b>Model example</b> 5 minutes	Model example				
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<b>Self-Mark</b> 5 minutes	Teacher models/ explains misconceptions and adds new vocabulary to working wall.				

## TYPES OF TEXT

When choosing fiction books and poems, teachers will expose children to all the following types of text to enable children to successfully comprehend with confidence.

### ARCHAIC LANGUAGE

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Here are some examples:

Year 1/2	Year 3/4	Year 5/6
The Tale of Peter Rabbit – Beatrix Potter (1901)	Charlotte’s Web – E. B. White (1952)	The Hobbit - J. R. R. Tolkien (1937)
The Ugly Duckling – Hans Christian Anderson (1844)	Five Children and It – Edith Nesbitt (1902)	Tom’s Midnight Garden - Philippa Pearce (1958)
The Owl and the Pussycat – Edward Lear (1871)	How the Camel got his Hump – Rudyard Kipling (1902)	Swallows and Amazons – Arthur Ransome (1930)
		The Jungle Book – Rudyard Kipling (1894)

### NON-LINEAR TIME SEQUENCES

The story does not go from the beginning to the end but includes flash backs or begins with the ending.

Year 1/2	Year 3/4	Year 5/6
Voices in the Park – Anthony Brown	The Firework Maker’s Daughter – Philip Pullman	Holes - Louis Sachar
Grandpa – John Burningham	The Butterfly Lion – Michael Morpurgo	The Eye of the North - Sinead O’Hart
When the Rains Come – Tom Pow	Walk Two Moons – Sharon Creech	1000 Year Old Boy – Ross Welford

### NARRATIVELY COMPLEX

Books with non-human narrators e.g. an animal or where there are multiple narrators or the themes covered are complex.

Year 1/2	Year 3/4	Year 5/6
Fantastic Mr Fox – Roald Dahl	The Witches – Roald Dahl	Wonder - R.J. Palacio
The Day the Crayons Quit – Drew Daywalt	The Five Realms: The Legend of Podkin One-Ear – Keiran Larwood	Cogheart - Peter Bunz
And the Dish Ran Away with the Spoon – Janet Stevens	The Iron Man – Ted Hughes	Who Let the Gods Out? - Maz Evans
		Skellig - David Almond

### RESISTANT TEXTS

Texts written to deliberately resist easy meaning-making by readers. Poems often fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Year 1/2	Year 3/4	Year 5/6
The Book With No Pictures – B. J. Novak Ning Nang Nong (poem) – Spike Milligan The Red Tree – Shaun Tzn	Cloud Busting - Malorie Blackman The Mysteries of Harris Burdick - Chris Van Allsburg Something Told the Wild Geese (poem) – Rachel Field	Jabberwocky (poem) – Lewis Carroll The Arrival – Shaun Tan The Lie Tree - Frances Hardinge

## MARKING

- All questions to be marked by children with a purple pen after the quick quiz and at the end of the lesson.
- Teachers ‘Live marking’ during all parts of the reading lesson, all feedback is verbal
- Children will respond to live marking feedback, as it is given, in purple pen
- Extension task – children to write their own question on the VIPER that has been focused upon.
- There will be no teacher marking in reading books
- Live marking (all verbal) will include:
  - o Positive feedback on answers
  - o Next steps for children (eg need more evidence, answer is incorrect)

## READING FOR PLEASURE

### BOOKS

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils’ vocabulary
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

It’s unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.

Once we’ve chosen our books, we will:

- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- Get teachers to choose their own books to read aloud alongside the core set of stories

### STORYTIME AND LIBRARY VISITS

Everyday children take part in story time for 15 minutes. Once a week, this session will last for 30 minutes so that children can visit the library and choose a high-quality reading book, based off their current reading age. On a Wednesday, collective worship is based on a story linked to kindness, courage or respect.

Teachers will ensure that through Storytime they complete the story or novel.

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## READING AT HOME

- Individual reading will be recorded in reading diaries which will be checked by staff daily;
- Children in year 5 and 6 can write their own comments;
- All children should read for at least 10 minutes a day;

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## READING CORNERS

All classrooms have a prominent and inviting book corner

When visiting their book corner or the library, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there

When arranging the book corner, teachers will:

- Avoid displaying too many books at once
- Choose a space in the classroom that is well lit and of an adequate size
- Display books pupils have listened to recently, at their eye level on outward-facing shelves
- At the start of the year especially, include around 20 of the children's favourites from the previous year (either on lower shelves or in boxes)
- Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- Refresh the display to highlight topics, titles or authors that might engage pupils
- Involve pupils in this process by getting them to help return books to the central school library
- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

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## ASSESSMENT

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### ONGOING FORMATIVE ASSESSMENT

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- Read the grapheme chart
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

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### RWI

Formal assessment is carried out every half term by the Reading Leader using the RWI assessments to put pupils into the correct groups. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

In each group the Reading Leader identifies 'spotlight' children for 1:1 tutoring and a focus within the RWI sessions.

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### ACCELERATED READER

Comprehensive reports allow teachers and senior leaders to monitor students' progress and to determine the effectiveness of intervention. The reports flag students who are at risk of falling below benchmark levels of attainment and enable teachers to determine what steps are necessary to improve their attainment. This ongoing monitoring of reading practice, combined with half-termly STAR assessments, provides teachers with

valuable data to inform their instruction and gives students a persistent motivation to make progress with their reading.

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## PIRA READING ASSESSMENTS

From the Summer term of Year 1, all children are formally tested on their reading comprehension skills on a termly basis.

Pira are standardised tests which are taken in standard test conditions three times a year. These tests give us a summative judgment and allow us to monitor progress against national standards as well as within our partnership of schools.

Teachers then have a progress meeting with a member of SLT, where they discuss children who are in need of 1:1 tuition, intervention or should be a focus child.

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## FORMAL READING ASSESSMENTS

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS1 and 2



## APPENDIX 1

### FRED TALK

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school, we use a puppet called Fred who is an expert on sounding out words! We call it 'Fred Talk'.



E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred.

[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)

## APPENDIX 2

### SET 1 SOUNDS

Set 1 Sounds are taught in the following order, together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. Click [here](#) to hear how to pronounce sounds correctly.

Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.
<b>a</b>	Round the apple, down the leaf.
<b>s</b>	Slide around the snake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.
<b>t</b>	Down the tower, across the tower,
<b>i</b>	Down the insects body, dot for the head.
<b>n</b>	Down Nobby and over the net.
<b>p</b>	Down the plait, up and over the pirates face.
<b>g</b>	Round the girls face, down her hair and give her a curl
<b>o</b>	All around the orange
<b>c</b>	Curl around the caterpillar
<b>k</b>	Down the kangaroos body, tail and leg
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle
<b>b</b>	Down the laces, over the toe and touch the heel
<b>f</b>	Down the stem and draw the leaves
<b>e</b>	Slice into the egg, go over the top, then under the egg
<b>l</b>	Down the long leg
<b>h</b>	Down the horse's head to the hooves and over his back
<b>r</b>	Down the robot's back, then up and curl
<b>j</b>	Down his body, curl and dot
<b>v</b>	Down a wing, up a wing
<b>y</b>	Down a horn, up a horn and under the yak's head.
<b>w</b>	Down, up, down, up the worm.
<b>z</b>	Zig-zag-zig, down the zip.
<b>x</b>	Cross down the arm and leg and cross the other way
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back
<b>ch</b>	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl
<b>ng</b>	A thing on a string
<b>nk</b>	I think I stink

### SET 2 SOUNDS

Long vowel sound	Set 2 Speed Sound cards
	Teach these first
<b>ay</b>	ay: may I play
<b>ee</b>	ee: what can you see
<b>igh</b>	igh: fly high
<b>ow</b>	ow: blow the snow
<b>oo</b>	oo: poo at the zoo
<b>oo</b>	oo: look at a book
<b>ar</b>	ar: start the car
<b>or</b>	or: shut the door
<b>air</b>	air: that's not fair
<b>ir</b>	ir: whirl and twirl
<b>ou</b>	ou: shout it out
<b>oy</b>	oy: toy for a boy
<b>ire</b>	
<b>ear</b>	
<b>ure</b>	

## SET 3 SOUNDS

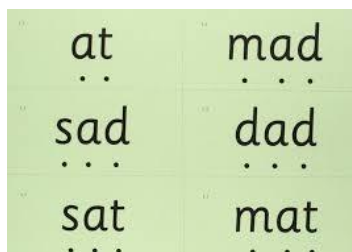
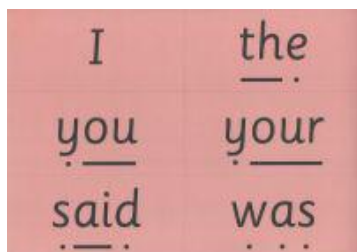
### Set 3 Speed Sound cards

a-e: make a cake	ai: snail in the rain
ea: cup of tea	e: he me we she be
i-e: nice smile	
o-e: phone home	oa: goat in a boat
u-e: huge brute	ew: chew the stew
aw: yawn at dawn	
are: share and care	
ur: nurse for a purse	er: a better letter
ow: brown cow	
oi: spoil the boy	
ire: fire fire!	
ear: hear with your ear	
ure: sure it's pure?	

## DITTY BOOKS

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp. Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class.

Within all the books children will have red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

Order of Story books: Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support, and will carry on with the RWI scheme in Year 2, and, if necessary, in KS2.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year One